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ABSTRACT

A general overview of the South Carolina distributive education program is given in this handbook for high school juniors and seniors training for careers in marketing and distribution. Following a brief discussion about the concept of distributive education, the three areas of the program are summarized: (1) the classroom; (2) on-the-job training (included in this section are a listing of occupational instructional areas, training agreement form, employer's report on trainee form, student's weekly hours and earning report form, and a job information form); and (3) Distributive Education Clubs of America (DECA). A list of basic parliamentary procedures, a planning calendar, a sheet for listing goals, and a discussion on how to get along with people conclude the handbook. (JH)

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DISTRIBUTIVE EDUCATION
STUDENT HANDBOOK

TRAINING FOR CAREERS
IN
MARKETING AND DISTRIBUTION

Developed by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Office of Vocational Education
Distributive Education Section
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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YESTERDAY IS BUT A DREAM
TOMORROW IS ONLY A VISION
BUT TODAY WELL LIVED
MAKES EVERY YESTERDAY
A DREAM OF HAPPINESS
AND EVERY TOMORROW
A VISION OF HOPE.

Author Unknown

STUDENT _____

SCHOOL _____ ROOM NO. _____

ADDRESS _____ TELEPHONE _____

COURSE: D. E. I, 19___ - ___ ; TEACHER _____

D. E. II, 19___ - ___ ; TEACHER _____

FASHION MERCHANDISING, 19___ - ___ ; TEACHER _____

_____

"The Quality of a person's life is in direct proportion to their commitment to excellence."

. . . Lombardi

HI! I'M PETE PROFIT AND THIS IS MARY MARKUP,
AND WE'RE YOUR GUIDES.

THIS HANDBOOK HAS
BEEN PREPARED
TO GIVE YOU A
BETTER UNDERSTANDING
OF WHAT D.E. HAS TO OFFER YOU,
AS WELL AS WHAT D.E. EXPECTS FROM YOU.

WELCOME TO D.E.!

Congratulations!! You are now entering a world of Challenge, Adventure, Excitement and Growth. Yes, you are entering the world of Distributive Education – where the action is!

The CHALLENGE will come from the classroom where you will be exposed to the facts, theories, and histories of the fascinating world of Marketing, Merchandising, Retailing and Fashion. You are urged to meet this challenge. Further challenges will come from competitive events offered through D.E.'s internationally recognized student organization – DECA.

The ADVENTURE will begin with your on-the-job training – when you make direct contact with the "give and take" of our competitive system; and when you become involved with decisions affecting profit and loss.

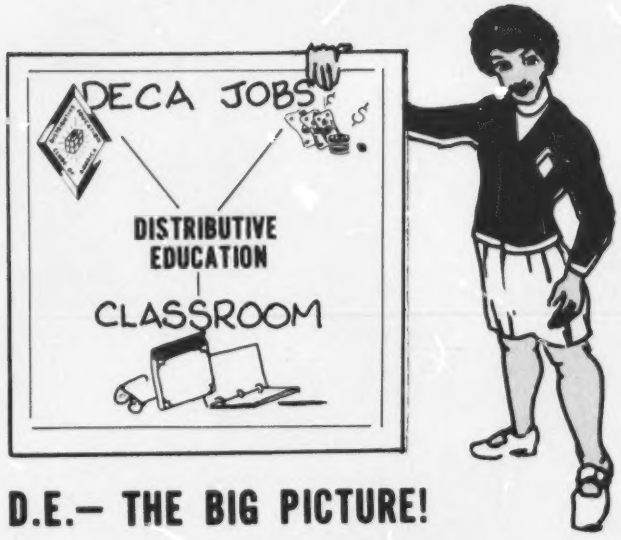
The EXCITEMENT offered by DECA is unparalleled – starting on the local level and continuing through the State Career Development Conference to the National Career Development Conference. The travel and associations DECA affords will live with you for a lifetime.

Finally, as all must GROW or wither away, you will find much opportunity for growth as your D.E. world broadens; and as desired goals are reached, you will gain a better understanding of yourself and others. Still further growth will come about academically as your knowledge increases through the many interesting hours in the classroom; physically, with your numerous marketable skills garnered while working at your job station; and emotionally as well as spiritually through DECA associations. projects, and involvement.

Yes, this is your world . . . to make of it what you will! Set your goals high and D.E. can be the vehicle with which you reach these goals. Take full advantage of the many doors of opportunity that will be opened to you throughout the school year. The benefits received from your classroom, your job, and DECA depend on you – and your interest and application.

Hopefully, you are taking D.E. with a career objective in mind and not just to gain units, get a job, or waste time. If a career objective was not uppermost in your mind when you signed up for D.E., it certainly should be by the time you finish your course requirements.

"You get out of something just what you put into it."...Anonymous



D.E.– THE BIG PICTURE!

Distributive Education is a vocational course in the career field of Marketing and Distribution – it teaches the processing of goods and services from producer to consumer. Since this involves relationships with people, D.E. stresses effective communication as well as the importance of self-respect, and respect for others.

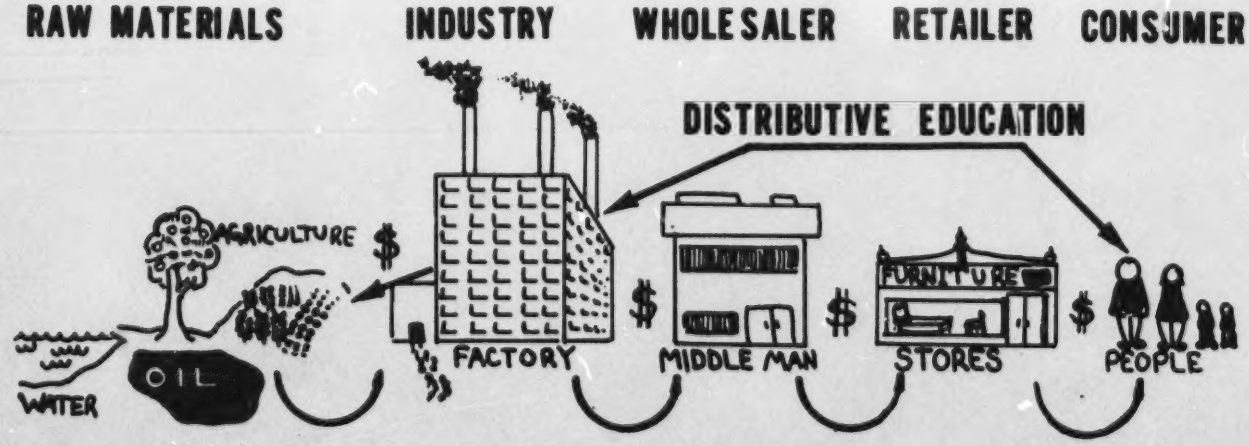
As MARY MARK-UP points out above, D.E. is broken down into three areas – the Classroom, Job-Training, and DECA. Of course, the classroom is the basic foundation of D.E., but job-training and DECA are integral parts of the total program.

The course will further equip you with marketable skills which you can use immediately upon graduation from high school, as well as providing an appropriate background for students wishing to continue their education through further schooling.

D.E. I is designed for rising juniors, and D.E. II is for seniors, while Fashion Merchandising is available for juniors or seniors.

You may earn one (1) to three (3) units each year; one unit for each period of classroom instruction and one unit for 15 hours a week on-the-job training.

Below is an illustration to clarify just where Distributive Education fits into the total economic picture.



Today, over fifty percent of the United States Gross National Product (GNP) comes from the area of Distribution and Services – the D.E. area. This is where the action is! This is where one can make a good life for oneself, become successful, and yes, even get rich.

Five out of every ten working persons are employed in the field of distribution, and there is much, much room for more if you have the education and the desire. It's up to YOU!

"We judge ourselves by what we think we are capable of; others judge us by what we have actually done."... Anonymous

D.E. GENERAL INFORMATION

State Superintendent of Education _____
Address _____
State Director of Vocational Education _____
Address _____
State Supervisor of Distributive Education _____
Address _____
D.E Consultants, Districts 1 and 2 _____
Address _____ **Telephone:** _____
D.E. Consultants, Districts 3 and 4 _____
Address _____ **Telephone:** _____
County Superintendent of Education _____
Address _____ **Telephone:** _____
Area Superintendent of Education _____
Address _____ **Telephone:** _____
Principal _____
Address _____ **Telephone:** _____
Director _____
Address _____ **Telephone:** _____
County Board of Trustees _____ ; _____
_____ ; _____
_____ ; _____
_____ ; _____
Local Board of Education _____ ; _____
_____ ; _____
_____ ; _____
_____ ; _____
Vocational School Advisory Board _____ ; **Address** _____
_____ ; **Address** _____
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_____ ; **Address** _____
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_____ ; **Address** _____
_____ ; **Address** _____
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D.E. Advisory Board _____ ; **Address** _____
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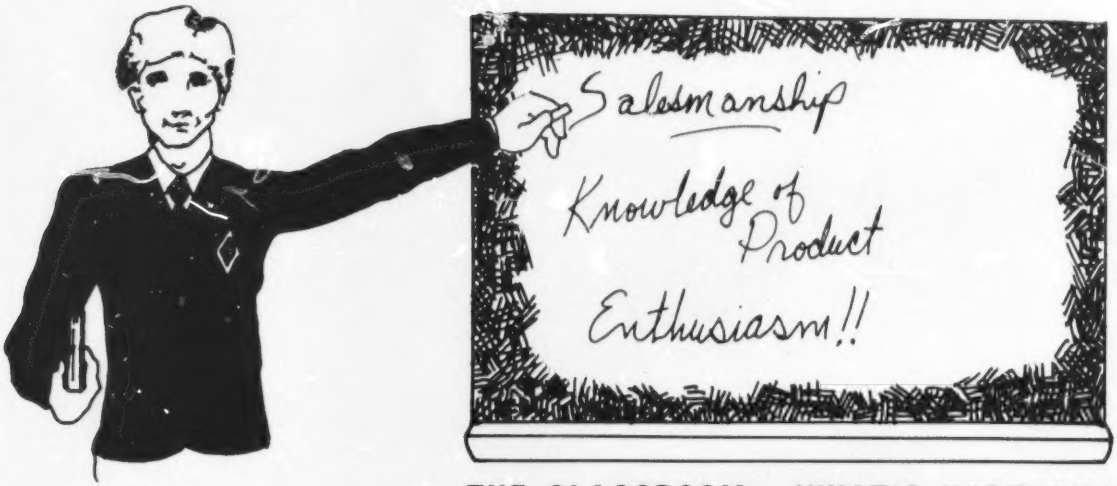


THE CLASSROOM - WHAT'S HAPPENING

The classroom forms the foundation of Distributive Education. It is here the extremely important traits of self-discipline, self-respect, respect for others, good habits, responsibility, preparation, and effective communication are acquired and cultivated. It is also the source of knowledge, as well as the place where actual retail techniques can be acquired through class participation.

Grades

Grades provide a means of evaluating your work and progress. Although there is much debate over the effectiveness of grades, and you may disagree with the grading system – it is still an integral part of our schools, and you owe it to yourself to make the best grades possible. You might even look at school as a type of job and grades as the salary. Don't you want to make a better salary? Strive to fulfill your potential!

Testing

Testing provides information for a large part of your grade – again, you may not like tests or even agree with them, but it seems they are here to stay. The best way to do well on a test is to prepare for it. Proper preparation not only gives you a knowledge of the material, but it eases the fear and pressure brought on by testing, thus, resulting in a relaxed mental approach to the situation! Look at a test as a challenge . . . an opportunity.

Listening

There is an art to listening. In fact, it takes practice to be a good listener. Most of the time we're so busy talking or thinking of what we will say next, that we fail to concentrate on what is being said. A case of "the wandering mind" does not help either. Make a habit of being a good listener and your grades will improve accordingly – as will your progress on your job.

Attendance and Promptness

Good habits formed early in attendance and promptness will pay dividends later. One of the most important reputations a student (and in turn, an employee) can have is that of being dependable and prompt. This dependability should carry over to being on time with records and reports, as well as fulfilling teacher and job requests.

Conduct

It goes without saying that D.E.

students must be mature since they have now become responsible members of the school and community. When there is work to be done in class or on the job, do the work first – then take time to relax or play. There is no room for a "cut-up" or "trouble maker" in Distributive Education – there's only room for those who know the difference between work and play. It is a basic fact that rules and regulations will govern your activities and actions throughout your life and work-life. NOW is the best time to recognize this fact and proceed accordingly.

Mature Personal and Social Habits to Cultivate

1. Obey all school regulations.
2. Respect authority.
3. Work without disturbing others.
4. Finish required tasks.
5. Listen while others speak.
6. Claim only your share of attention.
7. Keep yourself neat and clean.
8. Listen and follow instructions.
9. Make good use of time.
10. Do your work carefully and neatly.
11. Work and play well with others.
12. Take good care of materials and other's property.
13. Take good care of your body.

Remember, you are a representative of yourself, your family, your school, and your community. Bear this responsibility with pride.

Care of Equipment

Most D.E. programs have important and expensive equipment and materials available with which to make learning easier. Of course, this is true in a place of business also. Make a habit of treating the equipment and materials as if they were your own.

Safety

Be concerned with consequences resulting from unsafe use of equipment and materials. A staple in the eye, a lost finger, back strain – any of these and more can result from lack of attention to what is happening, or what can happen in the laboratory or on the job. When car travel is involved, "extreme caution" should be the order of the day. At this point, you are in control of your life as well as the lives of others – think about this. DECA trips provide much excitement, but an awareness of safe behavior should travel with the student. Common sense and consideration will forestall any problems you might encounter.

DECA and Field Trips

You become a representative of your school and D.E. chapter on a field trip or a DECA trip; handle yourself accordingly. You are not looked upon as an individual, but part of your chapter or school; therefore, if something is broken or taken, it is the chapter or school who receives the bad reputation, not you – remember this.

Drinking and drugs are prohibited on all trips. In fact, there is no place in D.E. or DECA for these crutches.

Parent permission slips are required for school trips. It is a good idea, and most of the time required, to take out school insurance while taking D.E. Be aware of all fire routes at your school and when staying at a hotel or motel during DECA trips.

Maturity

What is maturity? Maturity is the ability to do a job whether you're supervised or not; finish a job once it is started; carry money without spending it, and last, but not least, the ability to bear an injustice without wanting to get even.

D.E. Curriculum

D.E. is taught on a number of grade levels which cover new areas of curriculum each year. Here is the general curriculum for each Distributive Education course and the corresponding grade level.

D.E. I – 11th Grade

I. Introduction to Distributive Education
II. Job Application
III. Basic Economics
IV. Self Improvement
V. Basic Sales Knowledge
VI. Basic Merchandise Handling and Pricing
VII. Basic Sales Promotion
VIII. Basic Salesmanship
IX. Basic Business Math
X. Basic Business Organization

D.E. II – 12th Grade

I. Individual Job Areas
II. Advanced Economics
III. Advanced Display
IV. Advanced Advertising
V. Advanced Selling
VI. Advanced Business Math
VII. Advanced Business Organization
VIII. Progressive Job Areas

Fashion Merchandising – 12th Grade

I. Introduction to Fashion
II. History of Fashion
III. The Fashion Industry
IV. Fashion Design
V. Textiles
VI. Fashion Promotion
VII. Fashion Selling
VIII. Color, Line, Design, and Good Taste (Modeling, Make-up, Figure Development, "Best Foot Forward")
IX. Fashion Buying
X. Fashion Careers

"The secret of success is constancy to purpose." . . . Benjamin Disraeli

LIFTERS AND LEANERS

There are two kinds of people on earth today.
Just two kinds of people, no more, I say
Not the good and the bad, for 'tis well understood
The good are half bad and the bad are half good.
Not the happy and sad, for the swift-flying years
Bring each man his laughter and each man his tears.
Not the rich and the poor, for to count a man's wealth
You must first know the state of his conscience and health.
Not the humble and proud, for in life's little span
Who puts on vain airs is not counted a man!

No: The two kinds of people on earth that I mean
Are the people who lift and the people who lean.
Wherever you go you will find the world's masses
Are ever divided in just these two classes.
And strangely enough you will find, too, I ween,
There is only one lifter to twenty who lean.

In which class are you? Are you easing the load
Of overtaxed lifters who toil down the road?
Or are you a leaner who lets others bear
Your portion of worry and labor and care?

Author Unknown

YOUR JOB - WHERE THE ACTION IS!

"It is human nature to be competitive – not always just to beat one's competitor, but often to best one's self. Competition, which is the bedrock of the free enterprise system is an excellent way to help one develop to his fullest potential." (Copied)

Your on-the-job training is the force and muscle of Distributive Education. Here you "learn by doing" ... by making mistakes ... by putting into action what has been learned in the classroom. Here you actually hold a job and receive a salary.

After a general overview of job application by your teacher, you will choose a part-time job in your area of vocational competence and interest. The job should afford at least an average of fifteen hours a week for the school year. These jobs may be found through private or government employment agencies, classified ads, your friends, or your families. Let your teacher be your employment agent.

You will receive part of your D.E. grade from this job, as your coordinator (teacher) will meet with your employer periodically to discuss and grade your progress, strong points, and areas which need improvement. Your teacher will also observe your work activities while you are on the job.

You will receive one unit per year for this on-the-job training. Of course, you will be paid on the same wage scale as a regular employee. A training agreement must be signed by you, your employer, your coordinator, and your school officials. Your employer is now your *downtown teacher.*

Observe safety standards at work and take care of your health. Budget your time and be sure to include plenty of time for eating and sleeping because lack of sleep and poor eating habits can cause many health problems. Do not use your job as an excuse for not keeping up with your school work.

A good time to start saving some of your money for the future is your first paycheck. "Pay yourself first," is a rule that makes good sense. Good saving habits are the mark of a good business man or woman!

"If you work for a man – in Heaven's name, work for him! Speak well of him and stand by the institution he represents. Remember – an ounce of loyalty is worth a pound of cleverness. If you must growl, condemn, and eternally find fault – resign your position, and when you are on the outside, criticize to your heart's content, but as long as you are a part of the institution, do not condemn it. If you do, the first high wind that comes along will blow you away, and you probably will never know why." (Copied)

"The great end of life is not knowledge, but action." .... Thomas Huxley

OCCUPATIONAL INSTRUCTIONAL AREAS

Here is a list of the Occupational Instructional Areas in which D.E. students will receive credit:

ADVERTISING SERVICES 4.01

Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation, and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries. Examples: copy writer, display manager, advertising assistant, advertising manager, advertising salesman.

APPAREL AND ACCESSORIES 4.02

Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment. Examples: fashion coordinator, footwear salesman, men's and boy's clothing salesman, infants and children's wear salesperson, women's garments salesperson, jewelry salesperson.

AUTOMOTIVE 4.03

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring for cars and trucks, and in selling automotive parts, accessories, and equipment. Examples: parts manager, service manager, automobile salesman, parts salesperson, car-rental clerk.

FINANCE AND CREDIT 4.04

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services, allied with the exchange of securities and commodities, or consumer credit and collections. Examples: bank cashier, new-accounts teller, financial service salesman.

FLORISTRY 4.05

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments, engaged in selling floral arrangements, cut flowers, growing plants, artificial plants, and related items for ornamental use. Examples: floral designer, flowers salesperson, florist supplies salesman.

FOOD DISTRIBUTION 4.06

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale. Examples: food products salesman, food salesperson, supermarket department head, cashier-checker, bagger.

FOOD SERVICES 4.07

Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer. Examples: catering manager, restaurant or coffee shop manager, restaurant or coffee shop hostess.

GENERAL MERCHANDISE 4.08

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management

personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses. Examples: assistant buyer, cashier, china and glassware salesperson, silverware salesperson, general salesperson.

HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT 4.09

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment. Examples: hardware supplies salesman, farm and garden equipment and supplies salesman, lawn and garden equipment and supplies salesperson.

HOME FURNISHINGS 4.10

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items. Examples: floor coverings salesman, house furnishings salesman, household equipment salesman, television and appliances salesperson.

HOTEL AND LODGING 4.11

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership. Examples: hotel manager, convention manager, desk clerk, bellman, checkroom attendant.

INDUSTRIAL MARKETING 4.12

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations. Examples: industrial organization manager, business services salesman, printing salesman, paper and paper products salesman.

INSURANCE 4.13

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers. Examples: insurance office manager, investigator, claim adjuster, insurance salesman.

INTERNATIONAL TRADE 4.14

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems, and other elements in international marketing. Examples: export manager, import-export agent, customs-house broker.

PERSONAL SERVICES 4.15

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person or his apparel. Included in this category are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios. Examples: funeral director, beauty shop manager, dry cleaning superintendent.

PETROLEUM 4.16

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by

distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products. Examples: oil field supplies and equipment salesman, automobile-service-station-attendant, automobile-self-serve-service-station attendant.

REAL ESTATE 4.17

Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property. Examples: real estate agent, apartment house manager, real estate salesman.

RECREATION AND TOURISM 4.18

Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program also is designed for employees and management personnel engaged in other travel-serving businesses who assume responsibilities for stimulating the local economy through tourism. Examples: tourist director, golf club manager, hobby shop director, ticket seller, travel counselor, hobbies and crafts salesman, sporting good salesperson, musical instruments and accessories salesman.

TRANSPORTATION 4.19

Organized subject matter and learning experiences related to the physical movement of people, personal affect and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation. Examples: chief airplane stewardess, station manager, airplane stewardess, baggageman, baggage and mail agent.

THAT ISN'T MY JOB

"I'm not supposed to do that," said he,
When an extra task he chanced to see.
"That's not my job, and it's not my care,
So I'll pass it by and leave it there."

"That's not in my line of duty," he said,
"That duty belongs to Jim or Ed."
And the boss who gave him his weekly pay
Lost more than his wages on him that day.

So the little task that was in his way
And could have been handled without delay
Was left unfinished; the way was paved
For a heavy loss that he could have saved.

As time went on and he kept his place
He never remarked how well he knew
The line of tasks he was hired to do
Never once was he inclined to turn
His hand to things not of his concern.

But there in his foolish rut he stayed
And for all he did was fairly paid;
But he never was worth a dollar more
Than he got for his toil when the week was o'er.
He knew too well when his work was through
And he'd done all he was hired to do.

If you want to grow in this world, young man,
You must do every day all the work you can.
If you find a task though it's not your own,
Take care of it if it should be done.
For you'll never conquer or rise if you
Do only the things you're supposed to do.

Author Unknown

DISTRIBUTIVE EDUCATION

"MY CODE OF ETHICS"

1. I will not accept a job unless I intend to keep it.

2. I will always report for work at the scheduled time and I will remain at work until I am due to finish. If I find that I am unavoidably detained or unable to show up for work, I will always inform my employer as soon as possible.

3. I will be honest in all dealings concerning my work with money, merchandise, time, and effort.

4. I will not waste time visiting with friends or others I may contact while working.

5. As long as I am being paid at the rate agreed, I will perform an honest day's work in return. I will not be satisfied to perform my job just well enough to get by. Instead, I will strive to do my best possible job.

6. My recreation will be scheduled at a time which will not interfere with my work.

7. If I satisfactorily finish all work assigned to me, I will immediately inquire what should be done next, and if I am not able to contact my superior, I will industriously seek out a task that needs to be done which I am capable of doing satisfactorily.

8. Regardless of what type of job I am performing, I will conduct myself in a polite and courteous manner and present as neat an appearance as possible.

9. I will not perform other tasks that are not related to my work while I am on the job without explicit permission from my employer.

10. When I am on the job, my work comes first. If I feel that my studies, family, physical health, or moral well-being are jeopardized because of my job, I will consult my parents, my coordinator, and my employer before I resign.

I realize that to fail on my job reflects not only on me, but on all the others placed on jobs by my school. I know it will reflect on all students for years to come who hope to secure part-time employment. I, therefore, agree to uphold this code in order to maintain the reputation of my school, my coordinator, and myself.

Signature of Student _____

Date _____

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

DISTRIBUTIVE EDUCATION CO–OPERATIVE AGREEMENT FOR TRAINING

It is understood that _____
Name of Training Agency Type of Business

will permit _____
Student Age Grade

to enter its establishment for the purpose of securing training in _____

_____ _____
(Specific Occupation – Example: Selling shoes, stock clerk, etc.)

All parties jointly agree to the following conditions:

1. A monetary wage comparable to the training status of the trainee – a fair compensation – will be paid.
2. The course of training is designed to run for current school term from _____ to _____
3. The training shall be on the job and in the classroom in order that the trainee may become proficient in the occupation.
4. The training agency will provide not less than an average of fifteen hours per week of training for the trainee during school year.
5. The school will provide instruction in technical and related subjects for a minimum of one regular class period per day for trainee.
6. The training agency and the teacher shall work cooperatively on the overall training of the student including guidance and counseling.
7. The parent or guardian shall be responsible for the conduct of the student while in training.
8. This agreement may be terminated after consultation with the teacher, for due cause, or for unforeseen business condition.
9. The training agency shall cooperate closely with the coordinator in describing the training needed by students and shall provide a progress report for the student each grading period.

_____ _____
School Administrator Employer

_____ _____
Teacher of Distributive Education Student

_____
Parent or Guardian

EMPLOYER'S REPORT ON TRAINEE

Student _____ Training Station _____

Address _____

Manager _____ Training Supervisor _____

	VISITS			
	1	2	3	4
Attendance				
Appearance				
Job Performance				
Business-like Manner				
Dependability				
Judgment				
Ability to get along with others				
Attitude				
Initiative				

Contact's Initials _____

Grading Scale: 0 – Outstanding; G – Good; F – Fair; N – Needs Improvement

COMMENTS:

(Over)

Reverse Side of Card

Please comment on possibilities for better performance of the student. We will do our best to improve those qualities in which weakness is evident.

STUDENTS' WEEKLY HOURS AND EARNINGS REPORT

NAME OF SCHOOL _____ SEMESTER _____

AVERAGE SEMESTER WAGE PER HOUR $ _____

STUDENT'S NAME	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	TOTAL EARNINGS

Note: Record hours worked each week. Compute total earnings at end of semester.
Send this report in at end of each semester.

TOTAL $ _____

JOB INFORMATION

My Social Security Number: _____

My D.E. Occupational/Instructional Area Number 04.

Mayor _____, Address _____

Town or City Population _____, Address _____

Director Chamber of Commerce _____, Address _____ Phone: _____

Local Newspaper _____, Address _____ Phone: _____

Contacts _____

Local Radio _____ Address _____ Phone: _____

Contacts _____

Local Television _____, Address _____ Phone: _____

Contacts _____

Date of Job Interview _____, Time: _____

Place of Job Interview _____, Employer: _____

Address _____ Phone: _____

Date of Job Interview _____, Time: _____

Place of Job Interview _____, Employer: _____

Address _____ Phone: _____

Date of Job Interview _____, Time: _____

Place of Job Interview _____, Employer _____

Address _____ Phone: _____

I bargained with life for a penny,
And life would pay no more,
However I begged at evening
When I counted my scanty store;

For life is a just employer,
He gives you what you ask,
But once you have set the wages,
Why, you must bear the task.

I worked for a menial's hire,
Only to learn dismayed,
That any wages I had asked of life,
Life would have paid.

Jessie B. Kittenhouse

DECA

HERE'S THE SCOOP!

DECA – Distributive Education Clubs of America – is the "frosting on the cake," so to speak. It provides fun – emotion – competition – and involvement in Distributive Education. Looking at class as the mental part of D.E., and on-the-job training as the physical part of D.E., you might look at DECA as the heart and soul of Distributive Education. This is your organization, with the teacher in the background in an advisory role.

All students enrolled in Distributive Education are eligible for membership in DECA at the local, state, and national level.

Through Chapter meetings and activities, you can bring the four points of the DECA diamond to life. **Vocational Understanding** comes from association with businessmen and women as well as through classroom activities, speakers, field trips, and competitive events. **Leadership Development** is nurtured through the actual chapter meetings where officers are elected and parliamentary procedure is observed. Projects are planned, and cooperation as well as participation by all members teach the ability to follow as well as to lead. Money-making projects further develop the student's responsiblity and dependability.**Civic Consciousness** affords you the opportunity to give to your community some of the good you have received from D.E. through civic projects for the needy and less fortunate. Banquets, parties, trips, and get-togethers present you with multiple opportunities to increase your **Social Intelligence** through acquisition of social skills, social graces, and poise.

All of this is brought together in the center of the diamond with the wrapped package symbolizing "a job well done," and representing the close cooperation of student, teacher, parent, and merchant in assisting D.E. students to acquire a well-rounded education.

The most exciting and rewarding area of DECA has to be the competitive events. These events start on the local level, move to the district level, and then to the South Carolina Career Development Conference, where the state winners advance to national competition for several days of competitive events and involvement. Beautiful trophies, trips, and cash awards are the rewards for winning on the district, state, and national levels. As you see, in the quest for excellence through competitive activities, sports has no monopoly on competition when you become involved in DECA.

Not only do you have the opportunity to run for chapter president, vice-president, secretary, treasurer, reporter, historian, parliamentarian, chaplain, and photographer, but you may also run for a state or national office if you qualify. Exciting campaigns are conducted on all levels.

Here are the six essentials for a good chapter:

1. Interested members
2. Capable officers and leaders

3. Responsibility shared by all members
4. Challenging program of work
5. Proper equipment and records
6. A knowledge of DECA on the part of every member

As a member of DECA, you will receive your national membership card and regular issues of the *Distributor,* DECA's national publication, along with periodic copies of your state DECA newspaper. You should also receive the beautiful DECA pin and appropriate attachments. If you sincerely appreciate DECA, you will want to purchase the official DECA blazer and/or other DECA items available through the DECA Supply Service. Sales projects throughout the year raise much needed funds to be used for the above items as well as for the Chapter budget.

The highlight of the year is usually the employer-employee banquet, sponsored by each DECA chapter to honor the employers for their work and interest in the D.E. students. Sometimes this takes the form of a breakfast, but it is always an enlightening and enthusiastic occasion enjoyed by all. The banquet is usually planned during National DECA Week – a week in November in which DECA is given publicity and recognition throughout the school, community, state, and nation.

You may be interested in looking into the DECA scholarship program. This is a program that rewards deserving DECA members with scholarships to further their education after high school.

Many chapters sponsor an Alumni DECA Chapter, composed of D.E. graduates who want to continue their association with DECA even though they have completed high school.

The success of your local DECA chapter depends on *you* – your involvement, your enthusiasm, and your ideas will go far toward making your chapter a successful one. It is your move – join and get involved today!

"What you do speaks so loudly that I cannot hear a word you say." . . . .Emerson

THE DECA CREED

** I BELIEVE IN THE FUTURE WHICH I AM PLANNING FOR MYSELF IN THE FIELD OF DISTRIBUTION, AND IN THE OPPORTUNITIES WHICH MY VOCATION OFFERS.*

** * * I BELIEVE IN FULFILLING THE HIGHEST MEASURE OF SERVICE TO MY VOCATION, MY FELLOW BEINGS, MY COUNTRY AND MY GOD–THAT BY SO DOING, I WILL BE REWARDED WITH PERSONAL SATISFACTION AND MATERIAL WEALTH.*

** * * I BELIEVE IN THE DEMOCRATIC PHILOSOPHIES OF PRIVATE ENTERPRISE AND COMPETITION, AND IN THE FREEDOMS OF THIS NATION–THAT THESE PHILOSOPHIES ALLOW FOR THE FULLEST DEVELOPMENT OF MY INDIVIDUAL ABILITIES.*

** I BELIEVE THAT BY DOING MY BEST TO LIVE ACCORDING TO THESE HIGH PRINCIPLES, I WILL BE OF GREATER SERVICE BOTH TO MYSELF AND TO MANKIND.*

DECA INFORMATION

Chapter Dues _____

State Dues _____

National Dues _____

TOTAL _____ Date Due _____

Date Installation Ceremonies _____ Place _____

Date District Rally _____ Place _____

Date District Competition _____ Place _____

Date S.C. Career Development Conference _____

_____ Place _____

Date National Career Development Conference _____

_____ Place _____

Date Employer-Employee Banquet _____ Place _____

Dates Chapter Meetings _____

(1) _____ (2) _____ (3) _____ (4) _____

(5) _____ (6) _____ (7) _____ (8) _____

(9) _____ (10) _____ (11) _____ (12) _____

National DECA Director _____

National DECA Headquarters _____

National DECA Officers _____

President _____ Address _____

Secretary _____ Address _____

Treasurer _____ Address _____

Western Region Vice President _____

_____ Address _____

Central Region Vice President _____

_____ Address _____

North Atlantic Region Vice President _____

_____ Address _____

Southern Region Vice President _____

_____ Address _____

State DECA Officers _____

President _____ Address _____

Vice President _____ Address _____

Secretary _____ Address _____

Treasurer _____ Address _____

Local Chapter Officers _____

President _____ Address _____ Phone: _____

Vice President _____ Address _____ Phone: _____

Secretary _____ Address _____ Phone: _____

Treasurer _____ Address _____ Phone: _____

Reporter _____ Address _____ Phone: _____

Historian _____ Address _____ Phone: _____

Parliamentarian _____ Address _____ Phone: _____

Chaplain _____ Address _____ Phone: _____

Sergeant at Arms _____ Address _____ Phone: _____

Photographer _____ Address _____ Phone: _____

PARLIAMENTARY PROCEDURE

HOW IT'S DONE!

ORDER OF BUSINESS*

(1) President: The meeting will come to order.
(2) President: The Secretary will read the minutes of the last meeting. (Minutes are read.)
(3) President: Are there any corrections to the minutes? (Corrections are suggested without motion or vote.) If there are no (further) corrections, the minutes stand approved as read (as corrected).
(4) President: We will have the report of the ...
    (a) Officers (e.g., financial report by treasurer)
    (b) Standing committees
    (c) Special committees
(5) President: Is there any unfinished business? (Action is completed on any business not settled when last meeting was adjourned. After unfinished business, or, as it is sometimes called, old business...)
(6) President: Is there any new business? (Each new motion is discussed and settled before another main motion can be proposed. After business is completed..)
(7) President: Are there any announcements? If there is no further business the meeting will stand adjourned. (If no business is presented...)
(8) President: The meeting is adjourned. (If assembly wishes to adjourn meeting before all business is completed, meeting must be adjourned by motion.)

*Speakers, entertainment, and refreshments at the discretion of the Chapter.

HANDLING THE MAIN MOTIONS

(1) Member stands: (Mr. or Madam President)
(2) President recognizes speaker: (Mr. or Miss X)
(3) Speaker proposes motion...
(4) Member seconds the motion.
(5) President speaks: It has been moved by (name of mover) and seconded that... Is there any discussion? Discussion must be addressed to the Chair. Motions may be changed by amendment. (When discussion stops...)
(6) President states: If there is no further discussion (silence is taken as consent) the motion is... All in favor of the motion say "Aye" (yes). All opposed please say "No". (If the Chair is able to tell from this "voice vote" whether there are more "Ayes" or more "Nos", he announces the vote.)
(7) The Ayes (or Nos) have it. The motion is carried (or lost). If anyone calls "Division" (questions the voice vote), the Chair calls for a show of hands or a standing vote. (All in favor, raise your right hand (or stand). All opposed... If a majority demand it, the vote may be taken by ballot.)

AMENDMENTS CHANGING MOTIONS

(1) After a main motion has been made and seconded, it is in order to amend the motion by –
   (a) Inserting or adding a phrase or sentence.
   (b) Striking out a word, phrase, or sentence.
   (c) Striking out and inserting a word, phrase, or substituting a sentence or paragraph. (I move to amend the motion by...)

(2) A second to the motion is now in order. (I second the motion to amend).

(3) (It has been proposed to amend the motion to read as follows...) Chair states the main motion and the amendment, so the group will understand how the amendment changes the motion. Amendment is handled in the same way as main motion, with...

(4) Discussion: Chair asks: Is there any discussion?

(5) Question: Chair states: If there is no further discussion, the amendment before us is...

(6) Vote: Chair asks: All in favor of the amendment...Chair announces the outcome. The amendment is carried (or lost). The motion before the house is...(motion plus the amendment, if carried).

For more detailed information consult *Robert's Rules of Order,* Newly Revised.

"When strict with oneself, one rarely fails." ...Confucius

I SLEPT AND DREAMT

THAT LIFE WAS JOY

I AWOKE AND SAW

THAT LIFE WAS DUTY

I ACTED AND BEHOLD

DUTY WAS JOY.

...Rabindranath Tagore

THIS YEAR'S CALENDAR

BIG PLANS!

SEPTEMBER: _____

_____

OCTOBER: _____

_____

NOVEMBER: _____

_____

DECEMBER: _____

_____

JANUARY: _____

_____

FEBRUARY: _____

_____

MARCH: _____

_____

APRIL: _____

_____

MAY: _____

_____

"Today is the first day of the rest of your life." ...Anonymous

GOALS -

LET'S MAKE THEM!

My Short Term D.E. Goals (This Year):

_____

_____

_____

My Long Term D.E. Goals (Over the Next Few Years):

_____

_____

_____

My Lifetime Goals:

_____

_____

_____

Other Goals:

_____

_____

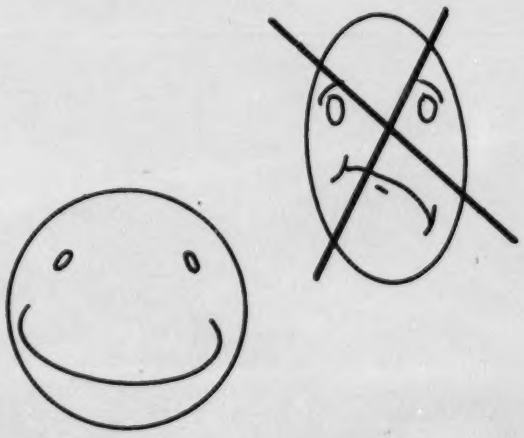
_____

"We become what we think about." ... Earl Nightengale

GETTING ALONG!

THE ART OF GETTING ALONG!

Sooner or later, people, if they are wise, discover that life is a mixture of good days and bad, victory and defeat, give and take. They learn that it doesn't pay to be a sensitive soul, that they should let some things go over their head like water off a duck's back. They learn that those who lose their tempers usually lose out. They learn that all men have burnt toast for breakfast now and then, and that they shouldn't take the other person's grouch too seriously. They learn that carrying a chip on their shoulder is the easiest way to get into a fight. They learn that the quickest way to become unpopular is to carry tales and gossip about others. They learn that buck-passing always turns out to be a boomerang, and that it never pays. They come to realize that the business could run along perfectly well without them. They learn that it doesn't matter so much who gets the credit as long as the business shows a profit. They learn that even the janitor is human and that it doesn't do any harm to smile and say "Good Morning," even if it is raining. They learn that most of the other employees are as ambitious as they, that they have brains that are as good or better, and that hard work and not cleverness is the secret of success. They learn to sympathize with the youngster coming into the business, because they remember how bewildered they were when they first started out. They learn not to worry when they lose an order, because experience has shown that if they always give their best, their average will break pretty well. They learn that no one ever got to first base alone, and that it is only through cooperative effort that we move on to better things. They learn that bosses are no monsters, trying to get the last ounce of work out of them for the least amount of pay, but that they are usually fine employers who have succeeded through hard work and who want to do the right thing. They learn that folks are not any harder to get along with in one place than another, and that the "getting along" depends about ninety-eight percent on their own behavior. (Copied)



"There are no problems, only challenges." ... Anonymous